

LAS VIRGENES UNIFIED SCHOOL DISTRICT

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**LAS VIRGENES UNIFIED SCHOOL DISTRICT
PATHWAYS COMMITTEE MEETING**

October 11, 2023

Present: Ms. Lesli Stein, Board President
Mr. Dallas Lawrence, Board Member
Dr. Dan Stepenosky, Superintendent
Ms. Kim Patterson, Director of Secondary Education
Ms. Jana Davenport, Director of Elementary Education
Dr. Mike Roberts, Director, Educational Services
Ms. Courtney Peoples, DEI Coordinator
Ms. Carina Diana, Assistant Principal of CHS
Mr. Michael Strickler, CHS Math Department Chair
Mr. Michael Yeung, CHS Math Instructional Support Mentor
Mr. Kamran Salem, AHS Math Department Chair
Ms. Alex Ozar, AHS Math Instructional Support Mentor
Ms. Hannah Mogul, Lindero Canyon Assistant Principal
Ms. Heather Wassenberg, AC Stelle Math Department Chair
Ms. Kathie Jacobson, 5th Grade Yerba Buena Teacher
Ms. Kelli Garcia, 5th Grade Yerba Buena Teacher

The meeting came to order at 1:07 p.m.

Elementary Banking Time

Ms. Davenport reported that elementary banking time is dedicated to collaboration in grade levels. Principals are using this time to meet with academic specialists, counselors, and grade level teams. Academic specialists use this time to push into grade levels and meet with teachers and counselors. VAPA teachers are using this time for collaboration.

Staff Development Day Overview

Ms. Davenport shared that her team strived to provide teachers with a balance of social-emotional and instructional professional development. The information provided about math instructional practices represent the challenges and the work inherent to a shift in pedagogy. Non-pilot teachers were able to engage in conversations and better understand what the math pilot teachers have been experiencing, which is just one of the positive outcomes of the day's learning.

Staff Development Day Overview (continued):

Teachers expressed interest in remaining at their sites for the first of the three planned staff development days. In honoring this request, the only way to deliver the Math presentation was via Zoom. Ms. Davenport acknowledged that Zoom could have been better; however, it enabled the lesson to be facilitated for all simultaneously. At the next SDD in January, teachers will meet by grade bands at one site, i.e., all elementary together at one site, all middle together at one site, and all high schools together at one site for cross-school articulation, and then they will break into grade level groups for further collaboration.

Ms. Patterson shared that the middle and high school staff development day had a different setup. All middle school teachers met at A.C. Stelle, and all high school teachers met at Calabasas High School. At both sites, every department chair and their content/subject team met with an administrator with licensure in their specific area. The administrator and their department chairs co-facilitated sessions with their content teachers. They were provided with achievement data and asked to target strengths and weaknesses to draft a planning document to identify two-year goals. These goals will be able to be linked to the LVUSD LCAP and School Site Council planning.

Ms. Peoples facilitated and shared data about the rise in hate speech and bullying/harassment with our middle school teachers. She provided a fantastic toolkit for teachers to interrupt, educate, and counteract unwanted speech and actions.

All high school staff engaged in a bell schedule conversation. It was a well-rounded day.

Math Pilot Update: Elementary, Middle, and High Schools

Board of Education President Ms. Stein and Board of Education Clerk Mr. Lawrence spoke candidly about their desire to see an increase in our student achievement data. The benchmark assessments used to measure whether our students are prepared to be successful in college are our CAASPP scores. More than half of our students can be doing better in math. In light of the forthcoming plans to make a significant investment in the adoption of new frameworks-aligned instructional materials, a rich discussion ensued, prompting questions and observations relating to multiple topics, such as the quality (pros and cons) of the materials currently being piloted and teacher capacity for successfully facilitating new curriculum with a significant pedagogical shift. Stakeholders were asked to share what they felt would be needed to support this heavy lift. This discussion highlighted the challenges and the opportunities inherent in piloting new materials.

Ms. Davenport shared that part of the required growth will start with elementary math and our need to redefine what it is to be an engaged student. Developing critical thinking skills for problem-solving is essential to becoming a successful student in math.

Yerba Buena's 5th grade teachers, Ms. Garcia and Ms. Jacobson presented some of the lessons they have been facilitating at their site, which support the pedagogy of the new frameworks and have begun to shift the mindset in their classrooms. They reaffirmed that the shift to critical thinking and classroom collaboration embedded in the new math frameworks is forthcoming regardless of which curriculum will ultimately be chosen to adopt. Teachers are beginning to understand this.

They also shared lessons they are utilizing from *Building Thinking Classrooms in Mathematics* by Peter Liljedahl, a book Ms. Patteson and Ms. Davenport provided to administrators last

Math Pilot Update: Elementary, Middle, and High Schools (continued):

summer to help their understanding of this new pedagogy. Ms. Jacobson also referenced *The Limitless Mind* by Jo Boeler and how important it is to shift mindsets by connecting social-emotional learning (SEL) and “talking about and thinking about thinking” to math instruction.

Lindero Canyon Middle School Assistant Principal Mogul reported that often in middle and high school, teachers feel they need help with having to backfill the foundation or need to reteach, so students are not working at grade level, which can impact math scores. She suggested that focusing on new instructional practices will help with this. CAASPP is a summative assessment where students are asked to recall mathematics from their schooling. With the new frameworks’ problem-based learning, ingraining is a way of thinking and approaching math, so students will develop the critical thinking skills necessary to approach questions, eliminate answers, and be more successful in selecting the correct answers.

The high school team reiterated that the issue they are observing is the difference between direct instruction and problem-based learning, and this issue will persist with whichever curriculum will be used. All new curricula will need additional tools, and the high school team is confident they can build shared toolboxes to support instruction successfully. Ms. Patterson concurred that the new curriculum would only succeed with additional investment in teachers and hours. Teacher teams will need to be developed, as well as a scope and sequence, and supplemental materials will need to be provided. She stated the shift in the standards and the math practices and philosophies around them are what is required to be college and career-ready for the future. The District’s job is to touch a future they will not be part of, which is a leap. And that is what is being assessed with the CAASPP testing.

The current pilot is free through December. Staff are prepared to reach out to the additional publishers if that is the direction the pilot committee decides to take. When the math adoption committee makes their decision, based on the feedback from their colleagues engaged in the pilot, their recommendation will be brought to the Curriculum Council and, if passed, presented for approval to the Board of Education.

Health Standards Implementation Update

The committee tabled this item until the next meeting.

Power Schools Update

The committee tabled this item until the next meeting.

ELOP Update

The committee tabled this item until the next meeting.

Other Business - PSAT Administration:

Ms. Patterson stated that LVUSD will have funds to administer the PSAT for the next two years. When the PSAT was offered in the past on Saturdays, only some students opted to take it, which left the District with a gap in desired data. To administer the test during an instructional day, most AHS and CHS teachers are needed as proctors because there is a required ratio of administrators to students required by the College Board. This leaves a small group of teachers facilitating activities for freshmen and seniors.

Other Business - PSAT Administration (continued):

However, now that the District has determined it will be able to offer the PSAT for the next two years, the high schools can plan productive events. Examples could be offering a FAFSA workshop, finishing up college essays, etc., for seniors. For freshmen, it could be an opportunity to plan a seminar day or other significant workshops related to curriculum and the freshman experience.

Ms. Patterson reported that at Calabasas High School, there were only 123 absences in Period 1 through 9-12 grades, which is about the same at Calabasas every day. At Agoura High School, there were only 121 absences.

The meeting was adjourned at 3:12 p.m.